

Superintendent's Update Core and Supplemental Curriculum Adoption Process

Board of Education Meeting

November 2, 2021

Meeting No. 9



Excelling Together with Endless Pathways for Success!

College, Career, Life Ready Graduates

Academic Rigor

- High Expectations
- Pathways, Choices & Personalization
- Cultural Competence



Safe Learning Environment

- Inclusion
- Mental & Physical Wellness
- Sense of Belonging

Board of Education Priorities



Board of Education Priorities



Maximize Student Achievement

- Close the digital and equity gap.
- Offer robust in-person and independent study learning programs.
- Accelerate learning and improve attendance and engagement.

Foster a Positive Culture of Learning

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase school connectedness for students, parents, and families.

Ensure the Health and Safety of Students and Employees

- Strengthen mental health support and programs.
- Ensure best practices for safe and healthy learning environments.
- Support physical, social, and emotional wellbeing.

Maintain District Financial Responsibility

- Ensure the fiscal health of the District.
- Implement a fiscal plan to preserve the District resources.
- Plan for the District's future educational and facility needs.

Foster a Positive Culture of Learning

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase school connectedness for students, parents, and families.



Diversity, Equity and Inclusion

In Glendale Unified School District, we embrace diversity and focus on equity to accelerate learning and increase pathways for every student.

- Emphasis on inclusivity, empathy, and respect.
- Committed to providing all students a culturally relevant and responsive education that prepares them for success in college, career, and life and supports their social emotional growth.

Providing Students with Mirrors and Windows



MIRRORS

Students see themselves and their own experiences reflected in educational materials.



Windows

Students can learn through the book about other people, places, things, and experiences



Board Priorities and Policies

- Board priority to ***Foster a Positive Culture of Learning*** by supporting culturally relevant curriculum that emphasizes inclusion.
- **Board Policy 5145.3: Nondiscrimination/Harassment** declares that discrimination, including discrimination against an individual or group based on race, ethnicity, nationality, religion, marital or parental status, physical or mental disability, sexual orientation, gender, gender identity, gender expression, or socioeconomic status will not be tolerated on our campuses.



Board Priorities and Policies

Board Policy 6161.1: Selection and Evaluation of Instructional Materials

- The Board of Education desires that District instructional materials, as a whole, present a **broad spectrum of knowledge and viewpoints, reflect society's diversity**, and enhance instructors' ability to **educate all students** through the use of multiple teaching strategies and technologies.
- The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law.



Criteria for Curriculum Selection and Adoption

AR 6161.1

- **Aligned to the content standards** adopted by the State Board of Education (SBE) and consistent with the content and cycles of the SBE-adopted curriculum framework.
- **Do not reflect adversely upon persons** because of any characteristic specified in law **nor contain any sectarian or denominational doctrine or propaganda contrary to law.**
- To the satisfaction of the Board, are **accurate, objective, current, and suited to the needs** and comprehension of District students at their **respective grade levels.**
- With the exception of literature and trade books, use proper grammar and spelling.
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a **specific finding** that the use is appropriate.



Criteria for Curriculum Selection and Adoption

- Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited, **accurately portraying society's cultural and racial diversity.**
- Support the District's adopted courses of study and curricular goals.
- Contribute to a **comprehensive, balanced curriculum.**
- Demonstrate **reliable quality of scholarship** as evidenced by:
 - a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject matter



Criteria for Curriculum Selection and Adoption

- Provide for a **wide range of materials at all levels of difficulty**, with appeal to students of varied interests, abilities, and developmental levels.
- Stimulate **discussion of contemporary issues** and improve students' thinking and decision-making skills.
- As appropriate, have corresponding versions available in languages other than English.
- Include high-quality teacher's guides.
- When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials.



Curriculum Review Process

Administrative Regulation 6141

1. A committee of teachers is formed:
 - Curriculum Review Committee (Elementary)
 - Curriculum Study Committee (Secondary)
2. The committee:
 - Reviews standards and frameworks,
 - Develops rubric to evaluate materials,
 - Narrows options and determines if a pilot needed,
 - Reaches consensus
3. Committee makes a formal recommendation.
4. Materials are available for public inspection at the District Office.
5. Committee shares recommendation and community feedback with principals prior to submitting to Superintendent and Board.
6. Curriculum is presented to the Board as an Information Report including overview of process, feedback from all community groups, and recommendation.
7. Curriculum is presented as an Action Item at subsequent Board meeting for Board approval.



Culturally Relevant and Responsive Education Working Group

- Launched August 2020
- Made up of students, teachers, staff, school and district administrators, parents/guardians, and community members.
- Key focus areas:
 - 1. Eliminating bias in curricula and educational materials.**
 2. Actively recruiting a more diverse workforce and providing professional development to ensure culturally competent, anti-biased leadership.
 3. Monitoring student discipline data to ensure students of color are not disproportionately penalized and continuing the use of Restorative Practices to build community.
 4. Engaging students and families to proactively develop inclusive school communities.
 5. Connecting with community partners to support this work and provide culturally relevant educational opportunities for students.



Inclusive Curriculum

- March and May 2021: Board of Education adopted new History-Social Science materials aligned to the [California History-Social Science Framework](#) and the [Fair, Accurate, Inclusive, and Respectful \(FAIR\) Education Act \(SB48\)](#).
- In February 2021, the Board adopted use of the [Social Justice Standards](#), with unanimous support from teacher leaders, to supplement curriculum in all subject areas.
- Coming Soon: Updated Novels in Middle School and High School

Why Use Culturally Relevant Curriculum?

Culturally relevant curriculum ensures that all students...



- See themselves in the curriculum.
- Feel pride in their identities, heritage, culture, and language.
- Use their prior knowledge to connect and find meaning.
- Learn about the diversity of American society.



Social Justice Standards - Four Domains

IDENTITY	DIVERSITY	JUSTICE	ACTION
Who am I? How do my personal and group identities shape me?	How am I alike and/or different from others?	Why are some people treated differently? Prejudice awareness and reduction.	What can I do about unfairness? Individual and collective action.

Developed by Learning for Justice, formerly Teaching Tolerance based on Louise Derman-Sparks' four goals for anti-bias education in early childhood

Social Justice Standards

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.



Social Justice Standards

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.



Strategic Implementation of Social Justice Standards

- Updated History-Social Science Course outlines to include Social Justice Standards where applicable.
- Teacher teams infuse standards in other subject areas where appropriate.
- Reviewing approved novels to ensure texts are aligned to Social Justice Standards and promote inclusive education.
- Piloting Learning for Justice lessons and other curriculum.



Board Priorities and Policies

Board Policy 6161.11: Supplementary Instructional Materials

- Supplementary instructional materials shall be **directly related** to the course of study in which they are being used and shall be **appropriate for the age and maturity level of the students**.
- Staff shall preview the material using professional judgment to evaluate appropriateness for the grade level taught and consistency with district criteria.
- Staff shall confer with district leadership as necessary to determine compliance with District criteria.
- Primary considerations:
 - **Educational value, appropriateness, and relevance**
 - **Ages and maturity of the students**



Piloting Lessons to Support Social Justice Standards

- Learning for Justice Lessons
 - 21 Pilot teachers (grades 2 – 12) were trained Spring 2021
 - 23 lessons selected to pilot
 - Feedback shared with CRRE Working Group Curriculum Committee May 2021



Pilot Lessons by grade band

Grades K-2:	Grades 3-5	Grades 6-8	Grades 9-12
Frogs and Snakes	Assessing Access	Examining Identity and Assimilation	The Color of Law 1 of 3: Creating Racially Segregated Communities
What is Community?	Discovering My Identity	Beauty Is Skin Deep	The Color of Law 2 of 3: Winners and Losers in the Job Market
Who Has Hair?	Sharing Our Colors: Writing Poetry	Using Photographs to Teach Social Justice- Exploring Identity	The Color of Law 3 of 3: Developing the White Middle Class
I Am Special	Looking at Race in Children's Books	Where We Stand	The Real Monopoly: America's Racial Wealth Divide
What Can We Learn from a box of Crayons?	Role Plays to Reduce Gender Stereotypes	Rooting Out Termites	Diversity in religion
Friendship Pizza	Cooperative Comics		
	Good Morning, Boys and Girls		

Learning for Justice: Sample Lessons

- **K-2: What Can We Learn from a Box of Crayons?**
 - Students draw a picture using only one crayon.
 - Students draw another picture using a box of crayons.
 - Students ask which they would prefer to display in classroom or home.
 - Discussion and comparison to how diversity in the world makes it a wonderful place.
 - Teacher reads *The Crayon Box that Talked*.
 - Discussion continues.
 - Students brainstorm reasons it is important to accept people who are different from themselves.



Learning for Justice: Sample Lessons

- **Grades 3-5: “Assessing Access”**
 - Students brainstorm how differences in ability might affect access to public places.
 - They conduct an “accessibility inspection” of the school grounds looking for possible barriers to inclusion.
 - They read and discuss “I’m Smart in a Different Way” written by a young man with Down syndrome.
 - They discuss ways to include people with diverse abilities physically, socially, and emotionally.



Learning for Justice: Sample Lessons

- **Grades 6-8: “Where We Stand”**
 - Students examine grade appropriate typical moral dilemmas.
 - Vocabulary: Bystander, courage, dilemma, upstander, whistle-blower.
 - By working through three or four scenarios, students will figure out where they stand, literally and figuratively, when conflicts arise. What would they do? What choices would they make? They will also have the opportunity to think about how and why the actions of their classmates influence their choices.



Learning for Justice: Sample Lessons

- **Grades 9-12: “The Color of Law: Creating Racially Segregated Communities”**
 - Students examine the local, state, and federal policies that supported racially discriminatory practices and cultivated racially segregated housing.
 - Students watch “Housing Segregation and Redlining in America: A Short History” from NPR’s Code Switch and then examine primary sources including zoning maps, residential security maps, and photos to understand redlining and other practices.
 - Students discuss the myth of self-segregation.



Board Priorities and Policies

- **Board Policy 6144: Controversial Issues**
 - Some instruction may include controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences
 - Guidelines:
 - Topic age appropriate
 - Presented in balanced manner
 - Aligned to curriculum, not personal views
 - Students have right to express opinion



Questions about Instructional Materials

- Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal.
 - If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation. ([Board Policy](#) / [Administrative Regulation](#) 1212.2: Complaints Concerning Instructional Materials)

Providing Students with Mirrors and Windows



MIRRORS

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Windows

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Novel Review Committee

- A team of middle and high school teachers are analyzing the current list of novels used in middle and high school English classrooms.
- Incorporating student voice.
- Reading and reviewing new books.
- Updated recommended novel list will be presented for Board Approval in Spring 2022.



Glendale Library, Arts & Culture





Next Steps

- Provide professional development to teachers and other interested staff.
 - Overview of lessons and relevant supplemental materials
 - Best practices for creating supportive learning environments
 - Strategies for facilitating inclusive classroom conversations
 - Subject-specific application of lessons
 - 13 History-Social Studies teachers attending “Exploring Implicit Bias in the History-Social Science Classroom” LACOE training
- Continue to update course outlines to foster a positive culture of learning.
- Novel Review Committee
 - Recommendations shared broadly for review early Spring 2022
 - Present recommendations to Board late Spring 2022
- Speaker Series webinars for staff and community